



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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She felt sure in a moment that it was the Fairy King; but then you know as she was a princess herself, she was not quite so much awed at the sight of a king as you might have been—and he was very small—so she said as boldly as she could, "What if I keep it?"

"You will feel the prick punishment," replied the King, "till you give it up;" and no sooner had he spoken than Clara felt as if a hundred needles were running into her.

She bravely flourished the wand and said, "Pricking, I wish you to stop hurting me;" but it only grew worse. The King laughed.

"The careless little thing who lost that wand is quite a weak fairy," he said. "Her wand has not the very least power against *my* wishes. But keep the wand and the pricking if you like, or else give me the wand and the pricking will stop."

For a few seconds Clara held the wand fast, but the pricking was too terrible. With a burst of tears she gave up the wand and crept back to bed, a very much vexed and disappointed little Princess. After a good cry—which had to be a silent one—she had time to think of several things before Nurse and Jerome woke.

1st.—That she had seen two fairies,—and no other child that she knew had seen even one.

2nd.—That she had held a fairy wand, and had done several wonders with it.

3rd.—That she had been rather, not to say very, cross and unfair to the little fairy, for which she felt sorry.

4th.—That she would never tell anybody anything at all about it.

* * * * *

Then how did I know? somebody says. I suppose the Fairy King told me, or else I dreamt it

BOOKS.

Manual of Hygiene, by I. White Wallis, member of the Sanitary Institute. Kegan Paul, Trench, Trübner and Co. "Hygiene is the art of preserving health; it aims at rendering growth more perfect, decay less rapid, life more vigorous, death more remote. This is the keynote to this book, which in 150 pp. contains most condensed and suggestive chapters on heat, light, sound, electricity, food, the excretions, exercise, clothing, dwellings, soil, air, water, infection and contagion and principle biological conditions. It is prepared for children to study before they leave school. In Belgium and other parts of the continent this science is largely taught. Teachers of elder classes are urged to take this little manual into their school curriculum.

The following extract will show the practical manner the author has treated all her varied subjects:—

"Of the *openings at windows*, the simplest plan is that suggested by Doctor Hinckes Bird. The lower sash of the window is raised a few inches, and a narrow board placed at the opening so as to exactly fill up the space. This prevents any draught, for the incoming current between the two sashes is directed upwards and becomes diffused in mixing with the air, as there is generally at least one inch of opening in width between the sashes, 36 square inches of fresh air are at once obtained on a window 3 feet wide, and Professor de Chaumont has shown that an opening of 24 square inches is sufficient to bring in fresh air for each person." We conclude with the last words of the author. "Let us hope that it may soon be the habit to think, that in education, matters such as the laws of health and physiology should not be considered of less importance, than the languages of extinct nations or the unimportant facts of a dead history."

The Mother's help to the domestic management of her children," by P. Murray Braidwood, M.D., F.R.C.S., published by the Scientific Press, London. The first manual is intended for the use of teachers and elder girls. This is an admirable little book, which ought to be studied by all young mothers. It is clear and simple, but Dr. Braidwood has, out of his experience as Senior Medical Officer to the Wirral Hospital for sick children, forgotten no small difficulty that might rise up in the physical training of the child.

It is so moderate in price that it can find its way into every home.

The subjects treated are signs of health, management of the newly-born, great mortality during infancy, feeding of children, on children's

constitutions, on clothing children, on children's exercise and amusements, and the domestic management of children when ill.

Full directions are given on the feeding of children, and an excellent table or guide in infant feeding is appended to the book.

The following extract from *The Critic*, a weekly review of Literature and the Arts, New York, will interest our readers, many of whom have already read Mrs. Gordon's book with much interest:—

Clear Round! is the title of a book of travel by E. A. Gordon, a lady who is well-read in English literature, and a student of the life of many nations. A member of the Japan Society of London, and somewhat familiar with Oriental life by reading and study of art objects, her eyes were well prepared to see many things of interest in her journey round the world. The sub-title of the book is "Seeds of Story from other Countries: being a Chronicle of Links and Rivets in this World's Girdle." She finds the East by going West. Crossing the Atlantic Ferry, she tells us about the United States and Canada in a way that is fresh, newsy, and interesting. The Pacific traversed, she is in "the Country between Heaven and Earth," in other words, Japan. Her thoughts on seeing life in that still wonderful country may be condensed in the quotation—"Other worlds than ours."

All through her pages are found exceedingly apt and suggestive quotations by which the religious and intellectual phenomena of Japanese life are correlated with those of English-speaking countries, or, rather, of all Christendom. In this respect her book is far above the average globe-trotter's record.

For example, under a picture showing a Japanese temple, half hidden among the groves of a mountain, with a great stone portal in the foreground, and lofty stone steps leading to the summit, she writes Tennyson's lines:—"Great . . . Altar Stairs, that slope through darkness up to God." She devotes six chapters to the Japanese and their country, tells the story of the martyrs, writes of "Nijima" (Dr. J. Neesima), the founder of the University of Kioto, and gives remarkably vivid descriptions of the re-juvenated and re-organized country, whose people no longer say Mikado, but Emperor.

She is especially interested in the Japanese lady, Tel Sono, who is active in organizing a great Christian School in Tokio, and who is well known in America. She does not seem to care so much about China, but dwells with many historical references and reminiscences on India, and talks interestingly about its religions. Egypt is the land of mysteries. A map of that part of the United States and Canada, through which runs the Canadian Pacific Railway, is given at the end.

The book is beautifully bound and well indexed.

DEAR EDITOR,—The conclusion of the article to which I referred last month by Dr. Hugh Jones, entitled "Infancy: its Perils and Safeguards" appears in the current number of the *Humanitarian*. After discussing the extent of infant mortality, largely preventible, and pointing out that the rate is twice as high in towns as in rural districts, the author takes in succession the various causes of death, such as zymotic, dietetic, and

constitutional diseases, shewing the proportion of loss due to each. One of the facts he mentions is especially noteworthy. From observations made of all the cases, during 18 months at the Infirmary for Children at Liverpool, he found that whilst 85 per cent. of children entirely reared on artificial food, and 68 per cent. of children partially so reared, were suffering from digestive disorders, there were only 37 per cent. of breast-fed children. He then proceeds to discuss what he calls deaths from violence, grouped under such heads as Insanitary Homes, Destitution, Intemperance, Employment of Women, Neglect, Wilful Illtreatment, and concludes by making various practical suggestions, of which the first is that "In our system of national education some more prominent place should be given to domestic training. It is useless to advocate greater parental responsibility unless we at the same time prepare the children to bear that responsibility."

In the same magazine is an article by Sir Henry Roscoe, on "The New Education," in which he points out how much we have to do, in spite of the advance made in recent years in Technical Education, aided by the "Beer Money Grant," and the admirable scheme for Evening Continuation Schools, framed by Mr. Acland, before we bring ourselves into line with other countries, notably with France and Germany.

In the *Forum* is an article by Professor G. S. Hall, entitled "Universities and the Training of Professors," which treats (says the *Review of Reviews*) of almost every problem relating to the education of the young, including among others the question as to whether it is wise no not to aim at child-conversion. The Professor considers that in the interest of the child's physical and intellectual wellbeing, and especially in the interest of his spiritual health and religious life, the age at which our Lord "went about His Father's business" is quite as young as we should desire to see a change of this kind, and considering that our climate and the moderate temperament are unfavourable to early maturity, it would be well if it did not take place until later.

The *Wowan at Home* devotes considerable space to the P.N.E.U., and suggests the advisability of shortening the name of the Society. The editor offers prizes for the best papers on "How I spend my income," which will be of interest to those of your readers who have been recently debating this question. The competition closes on August 10th. There is also a discussion on children's attendance at school.

I notice a letter from Dr. Reddie, of the New School, Abbotsholme, in the *Pall Mall Gazette*, which raises the interesting question, how is it that whilst English boys from 6 to 8 years of age average about six inches more in height than German boys of the same age, when they reach the age of 16 to 18 the latter are some three or four inches taller than our boys? If Dr. Reddie's figures are correct this does not appear to substantiate our common opinion of our superiority in matters of physical exercise.

Whilst on this question I see it stated by Dr. Andrew Wilson in the *Illustrated London News* that from experiments made at Halle it has been found that town children sent into the mountains for three weeks' holiday gain as much in weight and chest-measure as would have taken a year's town life to produce.

An article in the *Daily News* of June 29th gives a most interesting account of an educational experiment carried on by Mr. E. B. Sargant for the last six years, of which, I think, the members of the P.N.E.U. would like to hear more.

I note also an article on "Intellectual Progress in the United States" in the *Nineteenth Century* for May, in which it is stated that eighty-eight per cent. of all the children attend the Public *Free* Schools, and speeches by Mr. Courthorpe Brown, Dr. Percival, and the Lady Isabel Margesson, at the Fröbel Society's meeting in the daily papers of June 30th.

PATER JUNIOR.

July 12th, 1894.

THE "P.R." LETTER BAG.

[*The Editor is not responsible for the opinions of Correspondents.*]

DEAR EDITOR,—I think we must all feel how very important the letter from Mary Crossthwaite, in your June number, is. It is in connection with these matters that the greatest need comes in to remember that whatever else we owe, or do not owe to the children, at all events they deserve from us an absolute standard of truth. It is distressing to realize that there are some people, with whom children come in contact, who think it no wrong to tell inquiring children untruths, on certain subjects, of so absurd a character that one has hardly patience to refer to them. It is a most curious fact, moreover, that some people think it less shameful to tell untruths to children upon certain topics than to let them learn, when they are quite young, simple truths which must certainly come to their knowledge sooner or later. And it is not only curious but piteous, that many people actually prefer to leave their children's minds to the mercy of even those who will tell untruths, or to the lowering influences of a bad companion, or of a bad book, rather than to take their education into their own hands.

Some children have courage enough, or are shameless enough, to ask questions. But it is not only these who are to be felt for, but those who do not ask. It does not follow that because they do not ask they do not think, nor that the very children who are thought to be quite ignorant, are not trying to satisfy their curiosity by hunting up the teaching they dare not ask for in concordances or encyclopædias.

To save ourselves from being asked awkward questions is one thing, and to deliver our children from harmful curiosity and perplexities is another, and both these ends can be secured if we will take the pains to consider the matter from a quiet common-sense point of view. If we are determined we can so arrange things that when our children are quite small—almost babies—before they come even to the somewhat difficult age of five or six years, they shall be gradually becoming so familiar with the simple facts about the lower orders of nature, that they will never need to bother their heads in the matter.

If parents—mothers especially—would, for their children's sake, learn botany (not so much the names of plants, as their ways of reproduction); a few simple facts about birds, their nests and their habits; if they would let the baby of three or four years old become familiar with pollen, and have the words "It is this which gets on to the pistil and makes the